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ABSTRACT

Ten articles focus on the education of behaviorally disordered/emotionally disturbed children from the points of view of a parent, a legal advocate, an educational therapist, a teacher, an administrator of a regular school, and an administrator of a special school. Also considered are institutional collaboration, teacher training, and support processes. Articles have the following titles and authors: "Meeting the Needs of a Handicapped Gifted Child--A Parent's Experience" (E. Lieberman); "The Other Civil Rights Movement" (N. Rosenberg); "Learning Disabilities beyond the 3 r's" (B. Osmen); "Differential Treatment for Behavior Disordered Children in a Therapeutic Nursery" (P. Major, et al.); "Those That Can...Do" (R. Thaler) on attitudes which foster successful mainstreaming; "Serving Children with Behavior Disorders--An Administrative Dilemma" (J. Casbarro); "School System-University Dialogue and Collaborative on Educating Emotionally Handicapped Children" (J. Andreacchi); "Updating In-Service Education for Teachers of the Behaviorally Disordered" (H. Cohen); "Counseling Techniques for Children with Behavioral Problems" (M. Lee); and "Reflections on Some Issues" (D. Miller).

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ISSUE TOPIC: THE EDUCATION OF BEHAVIORALLY DISORDERED/ EMOTIONALLY HANDICAPPED CHILDREN—AN UPDATE

CONTENTS

Contributors	Page
JOSEPH ANDREACCHI, D. MERRILY MILLER/Viewpoint-Guest Editors	3
ELAINE LIEBERMAN/Meeting the Needs of a Handicapped Gifted Child: A Parent's Experience	4
NEAL ROSENBERG/The Other Civil Rights Movement	6
BETTY OSMEN/Learning Disabilities Beyond the 3 r's	7
PATRICIA MAJOR, WENDY FIXELL, JEROME CHAR/Differential Treatment for Behavior Disordered Children in a Therapeutic Nursery	8
RICHARD M. THALER/Those That Can. . .Do	9
JOSEPH CASBARRO/Serving Children With Behavior Disorders: An Administrative Dilemma	11
JOSEPH ANDREACCHI/School System-University Dialogue and Collaborative on Educating Emotionally Handicapped Children	12
HERBERT COHEN/Updating In-Service Education for Teachers of The Behaviorally Disordered	14
MILDRED K. LEE/Counseling Techniques for Children With Behavioral Problems	15
D. MERRILY MILLER/Reflections On Some Issues	17
A MESSAGE FROM THE PRESIDENT/Richard J. Lee	26
CALL FOR NOMINATIONS/Mary Laine Dempsey	26
CONSORTIUM CONVENTION — 1980 — CONCORD HOTEL/Gary O. Carman	27
INVITATION TO OUR NATIONAL CONVENTION RECEPTION — April 23, 1980	28
PROFESSIONAL NEWS/John Thompson	10

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VIEWPOINT

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Guest Co-editors

We gave our contributors free rein in terms of the nature and content of their articles. Predictably we received a wide spectrum of response. We consciously did not attempt to explore the enduring concerns that characterize competing ways of understanding and treating behavior disorders/emotional handicap in a strictly clinical sense. Nor could we deal in this issue in any depth with problems in the education of these children immediately tied to psychological assumptions. Our goal was a more modest one, but hopefully still valid and pragmatic; that is, to offer a 'forum' to various individuals whose concerns are immediate and real and who have seen or expect to see changes in the education of the behaviorally disordered/emotionally handicapped.

Hence we begin by looking at educational problems from the point of view of strong advocates for these children: a parent (Liberman), a legal advocate (Rosenberg) and an educational therapist (Osman). Because in school the teacher-student relationship is the most important we follow with a teacher's perspective on differential treatment (Major et al). The administrators' perspectives follow—the behaviorally disordered child in the regular building (Thaler) and in a separate facility (Casbarro). We move further away from direct instruction and toward institutional collaboration (Andreacchi), teacher training (Cohen & Marcus) and support processes (Lee). We thought that these statements shared threads of continuity as well as being diverse. The final article is retrospective, attempting to interrelate these varied strands and elaborate on them (Miller).

Meeting the Needs of A Handicapped Gifted Child A Parent's Experiences

Elaine Lieberman, M.A.
Parent of a handicapped, gifted child,
parent counselor, and member of the
C.O.H. and district Committee on the Gifted

Being a parent of a special education child, providing for his needs at home and dealing with the school system has had quite an impact on my life. My experiences with Adam serve to illustrate some of the frustrations and some of the rewards that come with the parental role. I have also learned a lot and have become aware of many of the gaps that still exist in services being provided for children with special needs.

ADAM

Our older son, Adam, now 10, showed evidence of school behavior problems and attentional difficulties from the time he started nursery school. Throughout nursery school, kindergarten and first grade, during which Adam was in regular classes, his behavior was immature, hyperactive, attention-seeking and frequently disruptive.

When Adam was five we took him to a neurologist and the following year to a neuropsychologist both of whom diagnosed minimal brain dysfunction. However, we were not anxious to place Adam in special education because of his superior intellectual abilities and above grade level academic work. At the start of the second grade, with the added pressures of a very strict and demanding teacher, Adam was unable to cope and gave up. He was no longer able to be maintained in a regular classroom. During the next four months, while Adam was being evaluated and waiting for placement and then for transportation, I taught him at home.

Adam midway through the second grade, finally started in a pre-placement class, a diagnostic classroom for children the evaluation unit had difficulty placing appropriately. During the year and a half that Adam remained in the preplacement program, his teacher observed that Adam was compensating for and covering up most of his perceptual problems but that his greatest needs were in the area of his social and emotional growth. During that period we were able to bring Adam's hyperactivity and many of the accompanying behavior problems under control with diet. But there were still a number of problems remaining. In evaluating Adam for his next placement, the preplacement staff felt that Adam was a highly gifted and creative child whose true potential well exceeded his tested IQ of 131. An academically stimulating environment was a necessity for him. His academic work was generally above grade level (in some areas substantially above) although he was weak in handwriting and physical activities.

It was difficult to get him to produce consistently. His social skills were immature and his interaction with other children minimal. His social and emotional development were still areas of great need and he required a small structured classroom environment.

At this point the Committee on the Handicapped recommended that Adam be placed in a class for emotionally handicapped children in our school district. A class for emotionally handicapped gifted children did exist in another district. Since it was not officially recognized as a class for gifted, this placement was not offered to us. As in most classes for emotionally handicapped, the children in the class in our district were functioning below grade level academically. We first appealed to the COH Adam's teacher and coordinator from the preplacement program came and supported us in stating that Adam needed to be with other gifted children.

Although the COH stated that they were philosophically in agreement with us they indicated that legally they could meet his needs within our district. We then requested an impartial hearing at the Board of Education. The gist of the Board's argument was that the Individualized Education Plan would provide for Adam's academic needs. Our argument made the point that Adam would have little opportunity to work in a group setting, a skill he needed to learn, unless there were others at his academic level. Secondly, for his attention and behavior to be at their best he required an intellectually stimulating environment. Finally he needed opportunities to interact with other gifted children to encourage social development.

We established easily at the hearing from the Board's witnesses as well as our own that Adam is a gifted child. We subpoenaed the teacher of the class we were being offered. Through questioning her we were also able to clearly establish that there were no gifted children in that class. The most difficult point to prove at our hearing was that the needs of a gifted child like Adam could not be met in a class without other gifted children. Dr. John Hicks of Fordham University testified as a professional respected in the field of special education to help us establish this point.

The hearing officer ruled in our favor and Adam

was placed in the unofficial class for emotionally handicapped intellectually gifted children. This placement was far better for Adam than what had been offered. At least, here, there was some group academic work in which Adam could participate and which was sufficiently advanced to interest him. Though most of the children in the class were not up to Adam's intellectual level, there was one child in the class who was exceptionally superior and Adam was able to develop an interest in and relationship with this child. On the negative side, however, this class, while bringing together bright children, was not a true gifted program. The teacher was there by seniority and was not suited for this kind of a class and did not have training in working with gifted children. With insufficient demands placed on him and a lack of adequate enrichment, Adam made progress, though not as much as he should have. At the end of the school year this class was discontinued. Adam is currently with the child with whom he does relate, but they no longer have a class for gifted emotionally handicapped children.

Further evidence of Adam's responsiveness to intellectually stimulating work was acquired when we enrolled him recently in a Queens College Continuing Education Children's course in the Earth Sciences. Here, with the stimulation of advanced abstract material and other bright children, Adam flourished. His instructor was impressed with Adam's ability to deal comfortably with material with which some of his college students had difficulty. He experienced no problems with Adam.

Although Adam is now capable of some mainstreaming, his immaturity and lack of social skills as well as his needs for attention and structure and his tendency to get upset easily make him too vulnerable to be placed in a full time regular classroom at this time.

We are now in a situation with no appropriate program for Adam. I am told by people from the Board of Education that something will be started in September. I am prepared to go to another impartial hearing if they do not come through.

IMPACT ON MY PERSONAL LIFE

My attempts to acquire the kind of educational setting for Adam have had its frustrations and its rewards. Perhaps, at this time, the most frustrating aspect is that, with all of our efforts, we still do not have the needed program for Adam. I anticipate, optimistically, a time in the very near future when we will be successful in setting up a truly appropriate program.

I have experienced many ups and downs over the years in dealing with the school system. During the time when Adam was in a regular class there was tremendous frustration on my part in trying to communicate with professionals who perceived me as "only a parent" when there was so much I understood about my child that they did not. Although his teachers cared and wanted to help they were unable to respond to the delicate balance between firm control and warm acceptance that Adam needed. Although unintentionally, his teachers were holding me responsible for his behavior. They could not understand how a child who knew so much could behave so poorly.

A tremendous shift in my own feelings came when Adam started the preplacement program. During his time there he was fortunate to have a truly outstanding teacher, Myrna Wolkoff, who was able to tune into his needs, his strengths, and his weaknesses. She told me things about Adam that I had been saying to previous teachers and I felt relieved to have a professional with whom I could communicate about him and who understood him so well. I learned a lot from her and from other members of the preplacement staff. In addition, I had a tremendous burden taken off my shoulders. His teacher was ready to take responsibility for dealing with his school behavior and I was no longer accountable.

I was angered by the need to go to an impartial hearing in order to obtain what Adam was legally and ethically entitled to. It was extremely time consuming, and while I felt confident that we were right, there was always some uncertainty as to the final outcome. In addition, while many of the professionals we were dealing with in the school system were intelligent and understanding, there were also those who were uncooperative and resistent. However the experience was not strictly a negative one. During the time I spent visiting programs and preparing our case I learned a great deal. I must also admit that my success was great for my ego. I have been fortunate, throughout all this, to have a husband who is supportive of my efforts and who participates actively in the raising of our children.

Shortly after our hearing I became a parent member of the Committee on the Handicapped in my school district. Through my involvement with a gifted program that my younger child attends, I have also become a member of the district Committee on the Gifted. I feel that my participation on these committees has provided me with good deal of personal enrichment. It has also given me an opportunity to apply what I have learned from my experiences of the past few years. My experiences have further influenced the direction of my own life. Recently I started to do counseling with parents. In my interaction over the years with other parents I had found that I was able to help them successfully not only with school related problems but with day to day management problems presented by children who were putting a lot of stress on the family. My experience as a parent has been far more useful to me in this endeavor than the academic training of my master's degree in psychology. It is unlikely that I would be involved in all of these things had I not been the parent of a handicapped child.

There are many other issues relating to the educational services provided for children with behavior and learning problems as well as in education for gifted children about which I have strong feelings. I do hope that cooperative efforts between parents and

(Continued on Page 20)

The Other Civil Rights Movement

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There is another civil rights movement today. It has nothing at all to do with the color of the skin of certain individuals. This movement requires no particular national origin for membership. The members of this civil rights movement are not required to sit in the back of the bus. Many of the members, you see, cannot even get onto the bus at all.

The symbol of the handicapped is to be seen everywhere. It encompasses all types of handicapped. In the public's mind, however, one thinks of the individual confined to a wheelchair as the symbol depicts. This, of course, is not entirely true. There are a great many mildly handicapped individuals. In this group the mildly emotional handicapped are included.

This article deals with the more mildly handicapped and in particular those whose deficit is due to emotional causes. This group represents a rather sizable percentage of children being taught in our large city school systems. This is not to say that the urban environment fosters emotional disturbance. I have no proof of that. However, I do believe that city life exacerbates the situation.

Particular times in history seem to develop key words and phrases. Sometimes these words and phrases are exclusive to a certain occupation or socio-economic group. There are terms, however, that become common parts of our daily language. So it is with "due process" and "least restrictive environment," as they apply to the education of the handicapped. Unfortunately, there are many fears and misconceptions about these terms.

As an attorney it is my responsibility to be aware of the thrust of current legal opinions. It is also important to comprehend particular nuances of decisions so as to advise and counsel. I wish to put that aside, however, and discuss this issue as a concerned participant in the area of special education.

The issue of the placement of emotionally handicapped children within the regular school program and indeed within the regular classroom is very much analogous to the half of a glass of water dilemna. Is it half full or half empty? Is the movement of emotionally handicapped into the regular classes an advancement in the struggle in the movement of the handicapped or is it an obstacle to quality education for the non-handicapped?

My perspective is, of one presently removed from the classroom, and so I may stand open to criticism by those who must confront the daily difficulties which may develop when one or a group of emotionally handicapped students are confined in any one place for any length of time. I understand the problems of a teacher who may feel that the majority of his or her class is being deprived of a better education because of the time that must be spent with one or more particularly difficult students. Also, I can appreciate the concern of the mainstream teacher who has just been apprised that a special education child is being added to the class. These are real situations. They happen everyday in every school district in this state. Nevertheless, there is an answer.

The thrust of P.L. 94-142 is to insure that all children receive an education appropriate to their individual needs. Specifically, the regulations to that law insure that "to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped."

What must be remembered is that least restrictive environment is not a constant, it is a goal. The least restrictive environment for any child changes with the situation and must be individually suited to a specific child for a specific time frame. Logically it follows that there are youngsters for whom a residential or an institutional setting would be appropriate. However, there are children who may presently be placed in a residential or institutional setting or even in a special class setting for whom with the addition of appropriate related services a less restrictive environment can be found.

Personally, I am concerned that there is such great resistance to the return of mildly handicapped pupils into the regular classes. A mildly handicapped child can be maintained in the regular class with the use of appropriate related services. Understandably, these services including individual assistance can be expensive. I believe that the issue is one of economics. It is a question of priority. Mental illness and emotional disturbance are very much a part of our society. We must face up to this reality and deal with it. Integration is no longer solely a question of race.

There is now a landmark case in the area of the segregation of children in a school system's organizational structure. The Lora case dealt with the New

(Continued on Page 20)

Learning Disabilities Beyond The 3 R's

Betty Osmen, M.A., Ed. M.
Educational Therapist

In the past decade, learning disabilities have become a major educational concern in this country. Because of federal legislation, organized parent advocacy, and an increasing commitment to quality education, schools are providing more services and programs than ever before to help youngsters for whom learning is difficult. Consideration is given to early identification, prescriptive teaching, resource help, and mainstreaming. Yet few programs take into account the *whole* child. While learning disabilities are centered in school, they are rarely confined to the classroom. It is becoming increasingly evident that learning disabilities go beyond the 3 R's, creating behavioral and social problems for the children affected. These manifestations can become even more pervasive and anxiety-provoking than difficulties with reading or math.

Research has shown that cognitive skills develop along with social maturation (Bryan and Pflaum, 1978, Kronick, 1976, Silver, 1974, Siegel, 1978). It is not surprising, then, that many of the same characteristics that contribute to a child's lack of achievement in school subjects also affect his adjustment at home and on the playground. The delays that many of these youngsters experience in the perception, understanding, and interpretation of experiences, are also reflected in their difficulties with mastery of specific life tasks. For example, if a child cannot perceive words accurately on a page, he is just as likely to misperceive non-verbal communication (body language) as well. These are the children who constantly say the wrong thing because they are unable to "read" the signals to stop talking or change the subject. If the learning problems are in listening comprehension, a child may misunderstand or "not hear" the directives given at home as well as in the classroom, and if his problems are attentional, the chances are good he will not be able to stay with a task to completion, whether in his reading group or in a game with peers.

While some professionals still perceive educational therapy in the narrow sense; that is, in terms of helping a child solely with the development of academic skills, it seems apparent that remediation for these children needs to be a multidisciplinary effort, focusing on their emotional and social needs as well as on their grades in school. Their eventual success in life probably has even more to do with their behavior and social adjustment than with their proficiency in spelling or math. An adult can always carry a calculator to help with arithmetic problems but there is no such invention to help with social problems that may be even more incapacitating.

Social skills, like academic subjects, must be learned—and can be taught. Just as it takes competence to perform well in geometry, so does it take skill to know how to act appropriately and to control behavior. For a youngster with learning problems, these skills may not be innate, but may have to be carefully developed. To work effectively with him, then, we must take into account the whole child, not just his brain!

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Differential Treatment For Behavior Disordered Children in a Therapeutic Nursery

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This paper presents a psychoeducational approach to helping children with behavior problems in a therapeutic nursery school. Two preschool children with emotional difficulties in the areas of impulse control, relatedness and sense of reality will be discussed. We hope to illustrate how this assessment leads to differential treatment.

Our therapeutic nursery includes many characteristics which are common to other programs and some which are unique. Externally, our classrooms offer the same materials and experiences as those of other nursery schools. Like many programs, we create a safe environment by providing an organized classroom and consistent schedule. We focus on the child's strengths as well as helping him with his difficulties. What is different about our classroom is that, because of the special population we serve, all experiences and materials are used not only to develop skills, but as importantly, to address the specific emotional needs of each child.

Alex M. is an only child from an intact family. He is of average intelligence, verbal and appealing. Alex was becoming increasingly difficult to handle at home when he was brought to our therapeutic nursery. His mother reported that he bites himself and others, threatens to gag himself, and is not yet toilet trained at the age of 4½. In the classroom, Alex screams when even minute changes are made, cries when he hears another child crying, and does not answer when his name is called, or when asked a question. Alex is not responsive to physical or verbal comfort offered by adults and doesn't appear affected by praise or reprimand. Alex shows no interest in other children. His play is isolated and he frequently pretends to be robot.

Alex does not seem to have differentiated himself from that which is around him. He does not have a clear sense of reality and he relates poorly. We believe that his behavior problems arise from these basic deficits.

Steven B., a child of average intelligence who has had many caretakers in his life, was excluded from a community nursery school because of his many behavior problems. He has a low frustration tolerance and is easily provoked into screaming. He pinches and kicks other children, throws chairs and toys, and attempts to attack teachers. Steven easily gets upset and angry when his work falls below standards he sets for himself. Papers are ripped or scribbled over, and he is ready to end any activity when this occurs. Steven, unlike Alex, is extremely sensitive to adult reaction to his behavior. Interestingly, in contrast to his outbursts, Steven becomes anxious when he gets food or paint on himself, and is very inhibited during activities such as music, pantomime and puppets.

Steven's problems arise from a primary difficulty in regulating his impulses. The only two means he knows for coping are to lose control or to become overly constricted.

Our treatment plan is based on the differential assessment of each child's emotional needs. Alex's behavior problems stem from difficulties in his sense of reality and relatedness. He is often withdrawn into his own world. With Alex, we emphasize where he is and who he is. We clearly state what is happening in any situation and help him learn appropriate behavior. We handle his temper tantrums by clarifying realtiy. For example, when he crises because another child is crying, we tell him that he is not the other person. We try to make the outside world predictable for him by having a stable environment, structuring change and teaching him about cause and effect. We work on keeping Alex focused and a part of the group.

With Steven, who has difficulties in impulse control and relative strengths in sense of reality and relatedness, we use our relationship to work with him. We actively intervene and disapprove of him hurting himself or others, and we actively intrude when he becomes inhibited. We tell him in simple language what he is working on by helping him label his actions and feelings. We want him to be aware of emotional as well as cognitive growth.

Painting is an example of an activity offered with a differential emphasis. Alex loses awareness of the purpose of the activity. He begins to paint his hands, clothing, the wall and the floor with no differentiation. Because of our assessment of him we do not view this as creative, nor as a working out of unresolved psychological conflicts. It is a problem based on his poor sense of reality and we clarify the reality consistently. We tell him to paint on the paper, not on himself, and stay with him to help him learn this.

Steven, by contrast, is very worried about getting his hands messy when painting. He does not feel in control of himself because of his primary difficulties

(Continued on Page 21)

Those That Can,. . .Do

Richard M. Thaler
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Dr. Ewald B. Nyquist, former Commissioner, New York State Education Department, wrote his Occasional Paper entitled "Mainstreaming: Idea and Actuality" to clarify the meaning of mainstreaming and to highlight the Regents' strong commitment to this new concept. His opening lines include:

"Mainstreaming is a commitment to integrating people who are exceptional into our society rather than excluding them. . .It describes a movement in education to increase the amount of contact that a handicapped child has with non-handicapped children in normal every day environments. . .This does not mean that everyone in special facilities must be included in the regular classroom, any more than societal mainstreaming means that everyone can be brought back into the community."[1]

Dr. Nyquist continues to discuss the importance of mainstreaming and methods for implementation, but does not indicate in his paper that mainstreaming is only appropriate for some children with handicapping conditions, *and that it can only be successful at this time with some teachers and administrators.*

In an article that appeared in Today's Education Magazine, January, 1976, William J. Mosely and Howard H. Spicker are quoted as stating that "much of the mainstreaming literature has tended to obscure critical ethnic characteristics of the children to be mainstreamed. . .In California, the majority of students to be mainstreamed would be Black and Mexican Americans. In Boston, this same group would be largely Black and Puerto Rican. In the Appalachian areas of Southern Indiana, Kentucky and West Virginia, the group would be white children of low socioeconomic status. The implication of Mosely and Spickers' findings is that these children have specific needs which can, in large part, be met by the teacher and the curriculum, if school people are aware that the task calls for a multicultural, pluralistic approach".[2]

Delabeling and declassifying children with handicaps is an excellent idea, but will not stop the labels and classifications that teachers have purposely placed upon themselves. Placing children with handicaps into the "least restrictive environment", the regular classroom at times, will not alter the geographical environments where teachers have chosen to teach. Realizing that teachers and others have labeled and classified themselves by grade level, subject area and more recently by religion and color in their associations, unions and organizations, the special education administrator and teacher must be aware of the implications of this phenomenon for successful mainstreaming. When teachers state that they are "unprepared" or "not trained" to teach handicapped children, many of them are really saying that they are intolerant of, frightened of and disgusted by these special children who behave and learn differently.

When initiation for mainstreaming stems from rank and file teachers and not from administrative edict, mainstreaming has been effective in the Malverne School District where I serve as the Director of Special Education. The handicapped child's own special education classroom teacher best sells the advantages of mainstreaming to the regular faculty. As a member of the school building's team, the special educator knows which teacher to contact and conversely knows which faculty members have labeled themselves in a way that effective mainstreaming would be virtually impossible.

Informal faculty lounge conversations, discussions with school psychologist and pupil personnel services staff, and parent conferences encourage the exchange of ideas that are preliminary to mainstreaming efforts. Why should any regular educator accept an acting-out, disruptive, emotionally disturbed child into his/her classroom of 25-30 youngsters when the sending special educator would then have a class of 8 or 9 children? One answer, currently in use in this school district, can be called "reverse mainstreaming". The special educator welcomes and encourages "normal, regular" students to spend time in the special education, self-contained classroom. This serves many worthwhile purposes and removes the stigma of the "happy class" or the "retards". During one recent observation, I was delighted to hear a "regular" fourth grader giving a talk about the meaning of Chanukah. It was difficult to decide which was more wonderful, the questions raised by the primary EMR students or the answers from the very proud expert. On other occasions, regular students assist as tutors or read stories to handicapped children. The high school special educators have invited the district's championship basketball team and its coach into their special education classrooms to discuss and demonstrate basketball and the value of staying in school to improve skills and participate in sports.

The basketball coach teaches social studies and it is not surprising that he is one of the most successful educators of mainstreamed exceptional students.

All of these activities take place in school buildings adminstered by school principals and in a district led by a superintendent and his assistants. Our special education students are fortunate that each of these professionals has publicly stated his/her commitment to mainstreaming and has acted upon this belief. The Malverne Board of Education adopted a new policy on January 15, 1974 (prior to P.L. 94-142 Education for All Handicapped Children Act) that "whenever feasible children shall be educated within district boundary lines". . .to this end, there shall be developed an appropriate program for handicapped children. . .As a first step, effective September, 1974 selected children will be recalled from the BOCES program. . .The concept of "mainstreaming" children shall be fundamental and constitute the basic purpose of the entire effort for the instruction of handicapped children."[3]

The primary purpose of our self-contained, special education classes for atypical students is to help these children effect a degree of personal adjustment and gain academic skills sufficient to return to a regular classroom. The nature of the handicapping condition is not a factor in mainstreaming, but an important consideration is the degree to which the student can meet the academic and behavorial standards of the regular class, located in the regular school house.

The Education for All Handicapped Children Act (P.L. 94-142) is so very new that if teacher training institutions were immediately prepared (which they were not) to ready their students for classes that would include the handicapped, there would not have been sufficient time to have a graduating class. With this fact clearly in mind, our district embarked on extensive in-service training. An inservice workshop was conducted in conjunction with Adelphi University, Department of Education and our teachers listened attentively. Hopefully, positive attitudinal changes were created where necessary, and methods and techniques were stored for future use. Currently, some of our teachers and parents are attending courses sponsored by Special Education Training Resource Center (SETRC) conducted by a professional staff member in the Department of Special Education and Rehabilitation, Hofstra University. This course is designed to meet the needs of regular education teachers facing the challenges and problems generated by mainstreamed handicapped youngsters, many of whom have been adjudicated as emotionally disturbed, and who are now entering their classes.

Our special education students are included on all school field trips and assembly productions. Their works are solicited for publication and their art productions have been prize winners. When one elementary school physical education teacher invited a special education class to participate in a school-wide bowling tournament which started in her gym and ended at a neighborhood bowling alley, it was an emotionally handicapped student who won first prize. This type of exposure involves the parents and community in our efforts. Parents of the handicapped children are certainly notified and invited to present their feelings and positions at Committee on the Handicapped meetings and informal meetings or during phone conversations. Many parents have serious reservations about the efficacy of mainstreaming, least restrictive environment and whether various programs and alternatives are equivalent and beneficial for their children. All mainstream placements are flexible and probationary, and the exceptional child who cannot meet the standards is returned to the special education, self-contained program. These children with handicaps certainly do not need, "failure models". Therefore, only students who professionals and parents feel have a chance to succeed are programmed into regular classes. I urge everyone involved in this difficult selection process to seek strong candidates for success, in *both* handicapped students and teachers.

Sarason and Doris in an article that appeared in "The Exceptional Parent" August 1977 and entitled "Dilemmas, Opposition and Opportunities" conclude with this statement, "At its root mainstreaming is a moral issue. . .How far does the majority want to go in accommodating the needs of the minority? . . .How do we want to live with each other?. . . The emergence of mainstreaming as an issue raises but does not directly confront these questions."[4]

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3. Statement of Malverne Board of Education Policy Re: Handicapped Children, Policy Handbook, Adopted January 15, 1974.
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Professional News

Dr. Katherine Butler is the Director of the Division of Special Education and Rehabilitation at Syracuse University. Butler was previously the Dean of Graduate Studies and Research at San Jose' State University. Syracuse recently received funding from New York State OMRDD for a project in conjunction with the Upstate Medical Center working with high risk premature babies.

John Richman, formerly director of Education at Vanderheyden Hall in Schenectady, is now an Associate in the SED office of Education of Children with Handicapping Conditions. Richman is currently the president of the Captial district CEC chapter.

The Western New York Chapter (#402) will have **Dr. Sol Gordon** speak on "Sexuality Rights of People with Handicaps" at its April 29th meeting (7:00 PM at the Buffalo State Learning Lab Auditorium). Gordon is the Director of the Institute for Family Research in Education at Syracuse University.

Serving Children With Behavior Disorders: An Administrative Dilemma

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There exists little debate that students with behavior disorders place the greatest strain on our day-to-day public school system. Building administrators are confronted daily with the need to address a variety of school-related problems involving children with behavior disorders. Since the behavior of these children not only interferes with their learning, but also with the learning of others, it behooves regular school administrators and special educators to develop more effective means of student programming. Efforts which result in better serving the needs of children with behavior disorders are certain to be a worthwhile investment for all concerned.

Although the Committee on the Handicapped (COH) is the major vehicle for developing plans to serve these children, school administrators play a critical role in providing input on the initial referral, placement and recommendation of services for children with behavior disorders. To effectively program for these students, regular and special education administrators face three major dilemmas.

Administrator's Dilemma #1.
TO WHAT EXTENT IS THE STUDENT WITH BEHAVIOR PROBLEMS IN NEED OF SPECIAL SERVICES?

The administrator's perception of the student's problem is the first issue which must be resolved. In dealing with the disruptive student the administrator might ask himself: Are the school's expectations of this student realistic and appropriate? Is the school environment contributing to the student's problems? Should I deal with student's behavior as delinquent behavior, or should I be more sympathetic and understanding?

The administrator's view of the nature of the behavior problem often dictates the approach to be utilized. For example, should the student in a given situation, be counselled or suspended? Often times, out of a need to be consistent and present a firm, decisive position to the students in the school, specific punishment is selected as the course of action. However, when a student's behavior problem becomes a recurring pattern, school administration and staff begin to view the student's problem as being more pervasive and possibly requiring a total program change. Disciplinary approaches alone are no longer viewed as adequate.

In addition, the home environment, as well as other school/community factors may be significantly contributing to the student's inability to function appropriately. One frustration for the administrator is the realization that the eighteen hours spent out-of-school each day has a more profound impact than the six hours spent in school! Nevertheless, in an effort to best meet the needs of these students when they are in school, referral to the Committee on the Handicapped (COH) often results in the authorization of special educational services. As soon as the school staff has determined the extent to which the child is in need of special services and makes a recommendation to the Committee, the adminsitrator and COH are immediately faced with a second dilemma.

Administrator's Dilemman #2.
IF SPECIAL CLASS PLACEMENT IS INDICATED, IS THE BEST PLACEMENT IN A LOCAL SCHOOL BUILDING SPECIAL CLASS OR IN A SPECIAL FACILITY?

Our public schools are currently faced with many serious problems such as the rising cost of education, declining school population, and general unrest by taxpayers demanding greater accountability. It comes as no surprise that P.L. 94-142 places a tremendous burden on school districts at a time they seem least able to bear it. Educating children with behavior disorders in the least restrictive environment has led to another major dilemma facing administrators, school personnel and COHs.

To appropriately meet the needs of these children in a local school building program requires considerable resources. Given the problems facing our schools, administrators are constantly striving, often with difficulty, to adequately meet the needs of the general school population. To also program for children with behavior disorders places an additional burden on the school that it may not be equipped or ready to handle.

Special classes serving these students must have highly qualified teachers, small numbers of students per class, and a comprehensive clinical support team. In addition, these students require a "total" school program which addresses their educational, emotional, and social needs, utilizing effective management skills.

The programming of children with other handicapping conditions (i.e., learning disabled, educable

(Continued on Page 21)

School System-University Dialogue and Collaboration on Educating Emotionally Handicapped Children

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The following remarks will deal with considerations that link university training programs to pragmatic considerations of direct concern to school administrators and teachers. The emphasis will be on training teachers of the emotionally handicapped and programs for the emotionally handicapped. But, as will be evident, some cross over into other areas of handicap is inevitable and necessary. My discussion will relate essentially to the New York City urban context, and primarily to public school programs for the handicapped. New York City not only represents a densely populated area, it also, in connection with our discussion, should be viewed as the setting where special education programs in the public sector will include in the order of seventy thousand children by June 1980 and perhaps ninety thousand by June 1981. My experience as teacher and administrator in the school system, has convinced me that New York City, in part by virtue of size alone, often adumbrates problems that other localities will experience in time.

One major factor that needs examination in almost any discussion similar to ours is the impact of legislation, especially PL94-142 and the attendant changes in both rhetoric and practise associated with it. The impact of a major piece of legislation like PL94-142 is complex and long range and we are probably seeing only the tip of the iceberg so far. As far as emotionally handicapped students go, one basic consequence of the law that is particularly important is the projected increased presence of more disturbed children in less restricted environments. From a teacher's point of view presumably this will mean that fewer emotionally handicapped children, among others, will be referred to segregated settings, and that conversely, formerly segregated populations will find their way into less restricted environments. That formulation appears logical and no doubt to some extent it represents what is going on and what will be going on. The full reality of the matter, I suspect, is even more complex.

As far as New York City schools are concerned, for instance, separate Day Special Schools for the Emotionally Handicapped appear to be maintaining themselves at pretty much the same level (C. 2,000 students, mostly boys). A recent court decision while praising these schools for their laudable efforts emphasized the need to move away from such settings at a deliberate pace (1). In fact, another result of the Lora case is the present city-wide in-service training program, under the City University's aegis, which is designed to acquaint the entire public school staff with basic information on handicapping conditions, the law and education. The need to make an understanding of Special Education integral to all facets of teacher education is a pervasive notion in New York City these days.

Again, as far as the emotionally handicapped are concerned, in the last decade or so the city school system has seen the growth of another even more extensive program for the emotionally handicapped that includes boys and girls routinely in mixed classes, i.e. classes for the Emotionally Handicapped or CEH classes. These classes are basically full time and are housed in community schools and in High Schools. They are less restrictive in the sense that mainstreaming possibilities are inherent in these settings. The actual degree of integration into mainstream programs of children from this population has not been notably high, however. As New York City mounts a Resource Room Program, hopefully one in each school, it appears that the nature of this service will be cross-categorical. How great an impact the Resource Room will have in attenuating the presence of emotionally handicapped children in either the special classes or in special schools remains to be seen. Indeed one may argue that this is really not to be expected in the first place. The Resource Room should be of some real assistance to mainstream teachers who have mildly emotionally handicapped children. However, the fact that emotional disturbance is associated with unpredictable behavioral outbursts that Resource Room programming may not be able to respond to must also be recognized.

At this point it becomes clear that some new major concerns emerge for everyone involved with programs in New York City for the emotionally handicapped in both the school system and in the university based programs that train regular and special education teachers alike. Salient perhaps are those concerns that relate directly to teachers and administrators in the mainstream and their newly emergent responsibilities vis a vis, the handicapped.

Like it or not, some significant percentage of children who are emotionally disturbed, even though not formally labeled as such, will doubtless, and should doubtless, be maintained in mainstream

settings. The exclusionary placement of children in Special Classes are in Special Schools, within the context of new laws and new understandings, can and should go only so far in terms of numbers of emotionally handicapped children served. That level may have been reached already in New York City.

The concrete reality then facing city teachers is that the mainstream setting will have to provide, better than it has in the past, appropriate programs and support for emotionally disturbed children. Helping teachers and administrators delivering such service poses a major challenge for university training programs and for the school system as well.

From the point of view of mainstream educators one complicating factor is that in a school system that is shrinking on an over-all basis with under utilization of school buildings and low class sizes in some areas, there are pockets where schools are over-utilized with class sizes of thirty five and more in other areas.

In addition, the availability of clinical services and other adjunctive services, especially guidance, is low in a time of retrenchment and fiscal crisis. It is in the context of this environment of change and austerity that the following actions that inter-relate school system and university training programs are to be seen and evaluated. The grim fiscal picture makes the need for useful dialogue all the more urgent.

A recent action taken by the New York City Board of Education mandates that all mainstream educators, teachers and administrators alike, take six credits in Special Education for all future examinations. For teachers and administrators already licensed there is no similar mandate.

However, there is a good amount of ongoing in-service course work in Special Education available both within the system itself (in-service credit) and in some funded university credit bearing programs, often delivered in the field. What is available is still not adequate in terms of the projected need to retrain an entire school staff in some depth.

The first sentences in an interpretative note on mandated special education course work in a recently announced examination for High School Teacher of Mathematics, disseminated by the New York City Board of Examiners (2) says,

> "Special Education children are entering mainstream education in increasing numbers. The vast majority of these children are mildly emotionally handicapped, learning disabled, mildly mentally retarded, or neurologically impaired".

It then goes on to list all kinds of collegiate courses in Special Education appropriate to meet the requirement.

In one way this requirement makes it easy for mainstream teachers to find Special Education courses. From another point of view questions suggest themselves. Already existing courses in Special Education are for the most part integral to State approved programs and often designed for full time special education teachers. In so far as such courses tend to be cross-categorical or non-categorical they would appear to be useful to mainstream teachers who will be dealing with a wide range of handicapping conditions, albeit hopefully mild. It is also true that there are some university programs that have specifically developed courses in Special Education for mainstream teachers. For instance, the New York City Teacher Centers Consortium (United Federation of Teachers) and Fordham's Graduate School of Education have designed a course entitled "Exceptional Children and Youth in the Classroom" bearing graduate credit. It will be field based and team taught by Fordham faculty (both Regular and Special Eduction) and by the Project's teacher-specialists and other classroom teachers, according to the New York Teacher (3). In a word, given a limited number of mandated credits, universities and school systems need to determine how to get the most useful course-work mounted. Developing such a course together appears to be one excellent approach.

A similar unversity-school system collaborative effort at Fordham is the Teacher Corps Project. Four Bronx schools, with staff participating on a voluntary basis, are collaborating with Fordham faculty in an effort to improve instruction and in effect to enhance the quality of neighborhood life through school improvement. The foci of the program are language acquisition, multi-cultural education and the exceptional child. Hopefully joint planning will result in the identification this year of specific university directed teacher training experiences of real significane to teachers. The two Fordham projects are mentioned here because I happen to have first hand knowledge of them; they are illustrative of the kinds of collaboration already taking place with a number of universities. A recently published monograph by Carey and Marsh has some interesting material on this kind of effort in In-Service Settings. (4).

Similar considerations on developing specific courses and training sequences for administrators and other school related personnel (e.g. school psychologists, school social workers, school guidance counselors) who operate in the mainstream are relevant. A Dean's Grant Project at Fordham (once again!) is doing just this and has involved a large percentage of non-special education faculty in all kinds of visits, conferences, and exposures to Special Education programs. The end result will be substantive institutional change, i.e. a more adequate integration of special education concerns into various university training programs. Such as regular education administration, school psychology, guidance, etc.

Moving from a focus on mainstream programs, there is also a good deal of ferment in the area of Special Education proper in New York City. Some of the current issues here directly affect university training programs in their relationship to the school system (e.g. the possibility of new licenses in Special Education). It is fortunate that there is an active Inter University—Division of Special Education Liaison Committee that has maintained open and frequent communication around emergent problems of mutual

(Continued on Page 22)

Updating In-Service Education For Teachers Of The Behaviorally Disordered

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A bold approach is needed now, more than ever before, in order to enable teachers of the emotionally handicapped to cope with—and to effectively educate—students who are maladjusted, anti-social, bizarre, and disconcertingly unpredictable. In a radical approach to updating the inservice training of their 40 teachers for the 1980's, the school administration and school board of the Hawthorne Cedar Knolls Union Free School District in Hawthorne, New York (a school of 220 emotionally disturbed girls and boys, both residential and day students), have evolved the following features—by way of training ventures and communication activities—as a means to revolutionize teachers' in-service education in the school:

These features can perhaps be best understood if the reader visualizes our small-school staff as divided into five functional "departments," each with an administrative head (with heavy student-guidance responsibilities) and an average of up to ten teachers. Our particular departments are: (1) Junior-elementary and middle-school boys; (2) Industrial Arts-prevocational, vocational and industrial arts subjects, (3) Academic-from basic-skills to college-bound (liberal-arts) studies, (4) Special Skills-other subjects including beauty culture, business education, music, television and audio-visual services; and (5) Diagnostic and Remedial-primarily one-to-one, but also some small-group, programs for reversing educational retardation in reading, writing, and math (as well as performing initial school-diagnostic appraisal of every youngster on arrival.

A. FEATURES

1. Training personnel are engaged and employed primarily for this purpose. To begin with there is a Training Coordinator *who is a full-time administrator,* reporting to the chief school administrator (Superintendent of Schools). Key staff members with part-time training responsibilities are: five counsel/supervisors, the school psychologist, and the individual course instructors such as psychiatrists, psychologists, social workers, and school staff members (including teachers) who lead eight-week workshops for groups of teachers in their inserve specialty.

2. *Time* is provided *for training activities,* not only the conventional Monday afternoons for staff meetings (for an hour to ninety minutes after dismissal of students) but, above all, *a full period a day, at the start of each school morning* which was once prime teaching time for students. This time is now called the "Professional Period" (8:40 to 9:20 a.m.), and is now utilized solely, every day, for staff training and professional-communication activities.

3. *Involvement* of *teaching staff* in the *planning, conduct, and evaluation of the overall staff-development program,* in the form of a six-teacher committee (one teacher from each of the school's departments)—the Professional Period Committee for the early-morning training program. Another group, the Agenda Committee, comprised of five teachers, similarly representative of departments, plans, helps manage, and evaluates the Monday afternoon activities.

4. *Evaluation proceeds on a regular, ongoing basis.* Monday staff meetings are appraised either by written individual rating forms or by oral comments at department meetings, as a preliminary to total evaluation at the monthly Agenda Committee meeting. Professional Period programs are evaluated orally at periodic meetings of the Professional Period Committee, and annually by means of a two-page written questionnaire distributed to and collected individually from each staff member. A compilation of all staff members' ratings and comments are then made available in writing to the teachers who are members of the Committee and to the school's administrative-supervisory-guidance staff members, for the future improvement of staff training throughout the school.

B. ACTIVITIES

Because so many schools for emotionally handicapped pupils utilize a weekly staff meeting after the school day to help update their teachers, we will not dwell upon our General Teachers Meeting other than to remind the reader that it is a participative event—planned, conducted, and evaluated by representatives of the school's five teaching departments. Instead we will devote the remaining space to our Professional Period Program, a 40-minute block of time (8:40 to 9:20 a.m.) on every school day, before the students come to school, that the school staff utilizes for updating its skills and knowledge—particularly

(Continued on Page 23)

Counseling Techniques For Children With Behavioral Problems

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Introduction—The Dilemma for Counselors

The professional lives of today's school guidance counselors are still being influenced by two separate and unrelated events which occurred in 1975.

In 1975, allocations for public education began to dwindle due to decreased financial resources and mounting inflation rates. New York City responded to its educational budgetary crisis by thinning the ranks of its school personnel. New York City was not unique, however; urban and suburan school systems throughout the country were forced, in the wake of similar financial pressures, to reduce the size of school and district staffs. Support personnel, of which guidance counselors are a part, sustained the greatest percentage of loss with consequent changes in staffing patterns. For example, elementary school counselors were assigned to two or three schools instead of one; junior high schools were likely to have only one counselor instead of one for each grade.

Public Law 94-142 was enacted by the federal government in the same year, extending the term "handicapped" to include pupils with specific learning disabilities. Walsh (1979) commented on the approximate size of the population:

> "In the United States today, it is estimated that between 7 and 9 million school-age children of normal to high IQ suffer from hyperactivity and/or learning disabilities (p. 1)."

While the basic purpose of the Education for All Handicapped Act of 1975 was to increase educational opportunities for handicapped children, an "unexpected side effect has been to supplant the disciplinary procedures of local school districts in the areas of suspension and expulsion (Lichtenstein, 1980, p. 459)."

In 1980, then, school counselors are faced with a formidable task. Despite their reduced numbers, they are expected to give educational, vocational, social, and personal guidance to *all* children. They are also expected to join with other staff members in implementing the legislative mandate of PL 94-142—identifying, programming, and delivering of services required by pupils with special needs, including the gifted. Further obligations emerged as the courts recognized and defined the educational rights of the exceptional child; for example, school suspension, placement, and expulsion regulations needed scrutiny to determine whether they conflicted with due process procedures. Within the law's context, indoor suspension, short-term assigment to a time-out room, work assignment, detention, and lectures seem to be appropriate "crisis intervention" disciplinary actions when students endanger themselves or others. Most school boards and superintendents continue to seek alternatives which are compatible with legal obligations and needs for dealing with pupil's misbehavior; these alternatives seem reactive and *after* the fact. On the other hand, school staffs, particularly school guidance counselors, are developing renewed interest in preventive activities and strategies which will increase pupil self-control, thereby decreasing the number of disciplinary infractions (Rose and Kabler, 1980).

The dilemma for today's counselors is to find more effective ways to deliver guidance and counseling services that are consistent with expanded pupil needs and current legislative mandates during a period of decreasing personnel. It is the purpose of this article to provide some assistance with the challenges posed to counselors by this dilemma.

The Counselor and Discipline

The professional literature of the 1960s and 1970s was filled with controversy concerning the role of the counselor in handling pupils with behavior problems. Although this controversy may not be completely resolved, certain relevant assumptions are made here.

It is assumed that the counselor *does not* mete out punishment to pupils in disciplinary situations, but *does* work with the disciplined student (Patterson, 1967). As Rowe and Ripstra (1972) stated, there is "need for counselors to work actively with students who exhibit problem behaviors in an attempt to help them behave in less self-defeating, more personally productive ways (p. 153)." Further, it is assumed that the counselor's special skills and competencies can be used best if a preventive approach to discipline is adopted. The counselor, who is knowledgeable concerning development psychology, should work with *all* pupils toward the goals of increased self-discipline and responsibility. Thus, counseling and discipline are not antithetical because the ultimate goal—pupil self-discipline—is based on rewards for positive pupil behavior and development of insights and control (Hatch and Stefflre, 1958; Lufler, 1978).

A final assumption is that the responsibility for the disciplinary function in school settings is a "shared"

one in which staff, parents, and pupils participate (Ohlsen, 1968). Counselors function best in a non-judgemental role, assisting pupils to understand what they did that "got them into trouble," to accept responsibility for their actions, to examine alternate ways to behave, and to make a commitment to change. Equally important and vital are the counselor's relationships with other school personnel (administrators, teachers, paraprofessionals) and with parents. Under the aegis of the counselor, other school personnel and parents can be assisted to understand the underlying motivations for pupil misbehavior and to change some of the school-based factors which precipitate pupils'anti-social behavior.

The assumptions presented above are based upon sound ideological, philosophical, and theoretical constructs which recognize that self-management techniques can be beneficial to exceptional pupils in special education classes, to exceptional pupils in classes of the "mainstream", and to pupils in regular classes to the degree to which they are capable of such self-discipline. Based on the expanded expectations for counselor performance at a time when they are in short supply, these goals for pupil self-monitoring are most likely to be realized if counselors work *directly* with teachers. The counselor who subscribes to a teacher-training model for performance would have to eliminate or reduce drastically the proportion of time devoted to working directly with pupils in individual and in group counseling sessions. Instead, the counselor would spend a large proportion of each working day with teachers in workshops, classrooms, and in-service course settings.

Teacher Training: A Model for Counselor Performance

Counselors who are committed to teacher training as a strategy for handling behavior problems often talk about "before" and "after". Mrs. Z, a guidance counselor assigned to two elementary schools, discusses the "after" in terms of a "turn-around situation" which changed her professional life. The experiences of Mrs. Z will be used here to illustrate how a guidance program can be developed with a strong teacher-training component.

During the first year of her assignment to two schools, Mrs. Z recalls receiving "mountains of referral forms" in each school. She soon realized that her job, as it was then structured, was hopeless. No matter how hard she worked with "disruptive" students, in individual or group counseling sessions, there was never enough time because there were always more and more new referrals. Sometimes, Mrs. Z noted that whole classes had been referred by some teachers. Mrs. Z noticed also that some teachers never, or rarely, made referrals except for egregious behavior, while others did so for relatively minor incidents. She concluded that, since many pupils had been referred for infractions which might have been resolved within the classroom, teachers needed strengthening in the areas of interpersonal skills and group leadership techniques.

While Mrs. Z was gaining this insight, she became aware of mounting complaints from parents in both schools regarding "unfairness" and "unequal punishment." There were also growing dissatisfaction from administrators and teachers with the way in which she performed her impossible task. It seemed to Mrs. Z that, although she could serve only 2½ days in each school, both schools expected the equivalent of five-days' work.

Mrs. Z decided to do something about her untenable situation. She began by carefully perusing all the referral forms she had received and looking for an underlying theme. The teacher comments which appeared most frequently resembled the following statements:

1. He doesn't sit still and can't concentrate.
2. She disrupts my lesson. Everything is fine when she stays home.
3. He should be in a special class not a regular one.
4. If she belongs in a class for the emotionally handicapped, how am I supposed to teach her with my large class?
5. Tell me something definite to do that's effective with LD children.
6. How soon will he be admitted to a special class? He's retarded.

Mrs. Z felt that the underlying theme was one of frustration stemming from a need for more effective teaching and classroom-managing strategies which work with pupils who have behavior problems.

Mrs. Z's next step was to have informal consultations and discussions with parents, pupils, administrators, paraprofessionals and teachers in each school concerning their perceptions of school climate. This step was undertaken by Mrs. Z after she had discussed her plan with each principal. Later, she requested a meeting with the principals and cabinets in each school, at which time she presented an informal plan for reorganizing the disciplinary approach and changing her own job description. This plan, in brief, defined a team approach to discipline utilizing the combined efforts of parents, pupils, and school personnel. Emphasis was placed on a preventive approach, which recognized that all individuals need help in order to become self-disciplined, responsible, and mature adults.

The plan included activities such as:

1. a student-faculty-parent advisory council;
2. classroom suggestive boxes;
3. composition contests;
4. poster competitions;
5. school newspaper articles;
6. merit awards to individuals and classes;
7. assembly programs and speakers

to stimulate and foster school spirit and pride. These features of the plan were to be initiated and implemented by administrative personnel.

Mrs. Z changed her role definition to emphasize two essential aspects of the plan—teacher training in guidance techniques and in group leadership skills delivered in workshops, classroom demonstrations,

(Continued on Page 24)

Reflections On Some Issues

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The focus of this issue has been with the mildly handicapped—for they constitute the majority of children with behavorial disorders. My purpose now is to highlight and expand upon some of the major themes covered by our contributors. The recurrent themes to follow include: the parent's role in the educational process, the complexity-relativity of behavioral disorders, collaboration among educators, teacher training, changes in service delivery, and the mainstreaming—least restrictive environment issue.

PARENTS' ROLE

One of the more obvious changes is the parent's role in the educational process. To underline this major and positive change we began this issue with a parent's perspective (Lieberman). Parental participation is a direct consequence of the mandate of the law (PL 94-142) and of the advocacy movement. This role is full of frustrations and rewards as Mrs. Lieberman notes.

Administrators (Thaler, Casbarro) note the importance of the parent in making a placement work. They speak of involving parents in an on-going dialogue. The emphasis, additionally, is on informal exchanges (Thaler)—informal exchanges between the school and the parent of a handicapped child; informal exchanges among all parents touched when the placement includes mainstreaming.

Along with the view of a parent participating and contributing to a solution is a recognition of the tremendous stress placed on the family of the exceptional child. Advocacy for the parent too, is now available. Advocacy comes in the form of support groups and, ultimately, in legal action (Rosenberg). Many well informed, articulate parents are exercising their right in getting a free appropriate public education for their children. It can be a long, tedious and expensive process for all concerned.

COMPLEXITY OF BEHAVIORAL DISORDERS

Professionals disagree on many basic issues in the area of behavioral disorders-emotional disturbance, including terminology. They disagree on classification, diagnosis, intervention approaches and even the prevalence of the problem. The complex areas of identification (Lieberman, Osman, Casbarro) and programming interventions (Major et al, Casbarro) were raised here.

Identification issues emphasize that behavior disorders are not an entity in and of themselves. They always exist interrelated in a context. That context may include other prominent characteristics of the child: for example, intellectual giftedness (Lieberman) or learning problems (Osman). The context may include environmental, social, physical or a host of other factors. Which variables are important and in what order they should be considered are questions without clear answers. A behavioral disorder is a relative phenomenon when it appears in its more mild form. It is but an aspect of the child, integrally related with other aspects. There is the possibility that that which is perceived as behaviorally disordered in one context or by one person will not be validated in another context or by another person. There are differences in student behavior from classroom to classroom, within a classroom from day to day, and differences when compared with peer behavior [1]. All these aspects should be taken into account in identifying children.

In programming there is additional disagreement. Do you deal with the behavorial aspects before or along with the cognitive? How do you plan for both simultaneously and effectively? Is the focus on building up weaknesses or developing strengths?

The starting point is a safe environment, an organized classroom and a consistent schedule (Major et al). Based on the behaviors presented and the educator's understanding of the relevant contextual elements, an individualized plan is developed. Resultant changes in intervention may be changes in environment (placement), changed expectations (Casbarro), or markedly different teacher responses to apparently similar behaviors (Major et al, (Casbarro). The same behavior in two different students can systematically be followed by two very different consequences for the same intended goal.

The crux of this complex issue is the relationship between emotional-social and academic needs. That both areas need to be taught is agreed. But how they are related and which is to take precedence is in dispute.

COLLABORATION

Collaboration is a third theme: collaboration between special education and regular education teachers, collaboration within individual school buildings, within institutions of higher education, collaboration among different educational personnel and among educational agencies. Collaboration may

be working together or it may be communicating—talking to one another, making each aware of the other's problems.

The time when special and regular education function as two separate systems is quickly drawing to a close. Teachers were trained, certified and subsequently practiced their profession in two separate systems. It was possible to have no overlap in preparation or certification. It was possible to have never spoken to one another. The law has led to collaborative efforts in training and retraining all levels of personnel so that there will be only one educational system.

Within the school collaboration can be seen in multidisciplinary teams for placing, programming and planning for individual students. Multidisciplinary collaboration involves shared responsibility, a respect for the others' perspective. Communication networks are open, and often expand beyond the school building.

Within teacher training institutions the federal government is providing support for collaboration amongst teacher trainers so that communication at this level will affect future teacher training programs (Andreacchi).

The implementation of the law requires many changes by many educational institutions. Because of service needs, training needs, personnel needs, placements needs, etc., various institutions have joined in a consortium to plan cooperatively. Local districts, state networks, public and private universities, teacher and consumer advocate groups sit and deliberate on how to meet expressed needs. Collaboration between and among component groups has led to the development of training sequences and other concrete projects. A multi-institution, multi-agency dialogue has begun. Collaboration within and among is spreading.

TEACHER TRAINING

Teacher training is a fourth theme. Yet the label 'teacher training' cannot be taken literally, for the processes, contents and even the intended audiences have expanded. Teacher training can be inservice education or at an institution of higher education. It can be preparation for teaching or for updating of skills. It can include teachers or support and administrative personnel as well. Teacher training can be formal structured units of study or formal structured units of time for informal communication.

Training and communication are inseparable as Cohen and Marcus point out. Their program eclectically combines possibilities: it has formal and informal components; it has practical problem solving and theoretical components; it is a miltidisciplinary effort both from within and without the school staff; it has a planned evaluation component, and, foremost, it is ongoing on a daily basis.

Because few practicing educators were not affected by the law massive efforts were initiated. At all levels, federal, state, local and neighborhood, various institutions mobilized for retraining staff. This training is critical to the successful implementation of the law.

Another aspect of this theme is illustrated by the changing attitudes of students to a university course in behavior modification that I teach. It was not very long ago that the first session or two of the course had to deal with attitudes toward and justification for the study of behavioral techniques and principles. Student beliefs were strongly against behavior modification. It was primarily a values issue. Over the past few years entering students slowly became more neutral—more open minded about this approach. In fact the balance recently may have tipped the other way. Students come in with high expectations. Everyone knows a teacher, a colleague who has a successful behavioral program. They know it works. It's not quite a miracle technique, not quite a cure, but, hopefully. . .And so I no longer start with a section on why it's necessary to know this theory and its application. Now I start with current ethical and legal issues and with emphasizing how much work is involved, how much time must be spent in planning for small bits of change.

Training efforts are oriented toward the practical. Educators need to know certain things because of the law. Teachers want to learn specific things. New models and mechanisms have been developed to provide for this and the more traditional methods, too, are responding.

DELIVERY OF SERVICES

The line between teacher training and one sense of service delivery is surely becoming finer. Lee's article clearly describes an all too common situation: the classroom teacher's need for support in dealing with behaviorally disturbed children and the support person's dilemma—having to do more with less. Responding to this challenge, Lee's support person created a new solution, a support system of training and consulting with teachers rather than working directly with students.

A second very important point Lee made was how these skills were best used: preventatively. By training teachers, all teachers, in techniques to prevent behavior problems we will be doing a better service for all concerned in the long run.

Support services used to mean services for students. Now support is available for others, for teachers and for parents. In providing support to teachers we are asking more of them. This is a point to which I will return.

Support is not limited to the individual school building. A variety of support centers—teacher centers, SETRCs, teacher hotlines—have been established to help cope with a wide range of problems.

In addition to support processes, different models of delivery, different structures, have emerged. Lee's counselor would fit with the consultative model. Another model mentioned would be the resource room (Andreacchi). But because behavioral problems do not always occur predictably on schedule, this model has limitations for this population.

More support processes and a variety of support models exist to accommodate variations in children's learning and behaving. Yet there is still a need for a comprehensive support system[2],—continuity of levels of services, continuity from basic research to practice.

MAINSTREAMING-LEAST RESTRICTIVE ENVIRONMENT ISSUE

Each of the prior themes: parent's role, complexity of behavioral disorders, collaboration, teacher training, and service delivery—all overlap with the theme of mainstreaming—least restrictive environment. All our contributors address this burning issue. It is a civil rights (Rosenberg) and a moral (Thaler) issue. Equal rights, individual rights, civil rights, due process and other egalitarian issues have been taken up by many groups. The rights of all individuals and groups is both a complex call of the deprived and a statement of optimism in our social system. As part of this larger movement the rights of the handicapped to equal educational opportunity become codified with the passage of PL 94-142 in November, 1975. Its effects began to filter into the schools soon after.

Advocates for mainstreaming emphasize the over-representation of minorities in special education. The schools have sorted children. Children with behavior problems have been moved out of the regular system. Few return.

Mainstreaming is the integration of handicapped with non-handicapped learners. The least restrictive environment refers to the placement of a handicapped learner in the most appropriate setting to meet his needs. It is an individual decision, made not once but many times. The least restrictive environment for many mildly handicapped children may be more or less in the mainstream. In some cases the least restrictive environment may not be mainstreaming. Each individual case determines whether the least restrictive environment and mainstreaming are synonymous, overlapping or disjoint.

LRE-mainstreaming arguments fall into two categories: they refer to a belief system or to an administrative-organizational model for delivery of services. As a belief it is very representative of the times, of our idealism revived. Few take issue with it at this level. As a delivery system it can reflect a laudable effective implementation of that ideal at its best. At its worst, it reflects the negative economic, social and political realities of these times. Mainstreaming as the method for implementing the belief system draws less of a consensus. So many factors must be weighed in developing criteria, guidelines and procedures.

As Casbarro notes, the behaviorally disordered child is the most demanding; he puts the most strain on the school system. He doesn't look different; cognitively he may perform no differently from his non-handicapped peers. Yet he presents real problems in social or non-academic situations. How does one counterbalance each of the factors pro and against his integration and arrive at an equitable decision? We must proceed slowly since we are still in the beginning stages of this movement. We must seek strong candidates (Thaler)—those who will succeed in the mainstream. And they must be taught those skills necessary to survival in the mainstream.

These suggestions are clinical and logical. The basic issue is a research one. No solid empirical base exists for or against mainstreaming. Mainstreaming is an educational process option. Research is needed to determine the effects of various process options on academic achievement, social behavior and social acceptance of mildly handicapped children.

Yet we are missing a crucial voice in these reflections: that of the classroom teacher. Support services, training and retraining are offered primarily on a voluntary basis. But we need to remember no one is a super (wo)man. No one can teach all ages of children, all subjects, or to the whole range of differences among children. Teachers are given support to prevent the removal of, maintain and reintegrate students in mainstreamed settings. But how much can we ask of teachers? What criteria do we have for this process? A relevant movement is that of assessing and matching teaching and learning styles. What other factors contribute? Too little is known. The current terminology emphasizes parent and student rights along with the school's (read teacher's) responsibilities. We all know the cornerstone of success for this whole movement is the classroom teacher. When did the term 'rights and responsibilities' get struck asunder?

MUSINGS

In retrospect maybe a non-simplistic view is the thread of all our articles. We no longer look for the simple elegant solution. We know there are more children with behavior problems, more disruptive children, more difficult children in special classes and in the schools in general.

In asking what could cause problem behavior we no longer simply look inside the child. We recognize that a problem behavior is an aspect of a complex situation. Isolationism is past: isolation of the individual from his environment, isolation of special education from the rest of education, isolation of the schools from the larger community. Reynolds has stated that with the enactment of the Education for All Handicapped Children Act (PL 94-142) "the Congress established an educational Magna Carta."[3]

Why has mainstreaming emerged as the byword when it was not specifically mandated by the law? Sarason states "Mainstreaming. . .is not an educational issue or problem. . .Economics, dumping, and overrepresentation of minority groups, together with a heightened sensitivity of the citizenry to civil rights, account for the recent push for more mainstreaming"[4]. The cost of special education compared with regular, the placement of difficult rather than handicapped children in special self-contained classes and a more general scrutinization of the schools by the local and larger community all contribute to the present state of affairs. A radical transformation of the schools is being called for. The isolation of the schools from other societal institutions is past.

Educational programs and practices are not unresponsive. There is talk of models rather than a model of service delivery. Alternatives are available. Rather than an either-or choice, regular-or-special

(Continued on Page 25)

Meeting The Needs

(Continued from Page 5)

professionals will be able to bring us closer to the time when each child, no matter what his needs, will be given a maximum opportunity to develop to his true potential.

THE NEEDS OF THE GIFTED HANDICAPPED

Our fight to obtain the right kind of program for Adam and others like him has not yet been won. When a class is established we must still deal with making it a real program and not merely an attempt to pacity parents like myself who insist on an appropriate placement for their child.

What is really needed is a good program for handicapped gifted children which functions alongside a good program for the gifted. This would enable appropriate mainstreaming to occur as some of the handicapped children are ready. It would also enable the programs to share resources. A teacher in an emotionally handicapped gifted program should have, in addition to special education training and experience, ongoing training in working with gifted children. I believe that careful selection of staff combined with a good staff development is the key to a truly successful program.

Some professionals tend to feel that when a child is gifted and emotionally handicapped that we should take care of his emotional problems before we deal with his giftedness. For most children this is a misconception since in many cases we will not be able to reach giftedness. We can utilize a child's strengths in attempting to reach his weaknesses. While intellectual ability cannot compensate for emotional deficits, it can be used in creating an environment in which the child can respond more effectively and have experiences which will enhance his self-esteem. In emphasizing a child's weaknesses and failing to develop his strenghts we fail to promote a realistic self-concept.

A child deficient in social skills and interests is far more likely to respond socially to other children who share his abilities and with whom he can share his ideas. When observing the class that had been offered to us for Adam before our impartial hearing, I visualized a situation in which the riddles and jokes that Adam made up, which are often quite sophistocated and abstract, would not even be understood by the children in that class. How, then, could we expect Adam to develop social interests?

In addition, a gifted child who has difficulty in keeping his attention on the work in the classroom is going to tune out more readily during a group lesson if the work holds little interest or challenge for him. No I.E.P. can provide a group lesson appropriate for a child unless there are other children capable of participating at a similar level. Not only might behavior problems be most evident when putting an emotionally handicapped gifted child in a situation lacking challenge and stimulation, but you can create behavior and emotional problems in some gifted children who are not handicapped merely by not providing them with challenging work and other bright children with whom they can interact.

I believe that a gifted child, handicapped or not, needs to fulfill himself intellectually for optimum emotional development. We tend to be fooled by some gifted children who seem to get along anywhere whether or not their giftedness is nurtured. While these children may make good adjustments in their personal lives, they may never develop intellectually to their potential. However I believe that there are many gifted children, more intellectually than socially oriented, who will drown in a classroom that does not nurture their ability. Perhaps these are the children most likely to tune out and to develop behavior and emotional problems.

I would like to emphasize here my point that a real program is needed. Merely grouping gifted emotionally handicapped children together may provide some impetus for social interaction. However a program is needed to help such children learn how to direct their intellectual and creative abilities. Gifted children are capable of higher level thinking skills but opportunities for these skills to be utilized must be provided. By compacting the basic curriculum and minimizing time spent on work the child can grasp easily additional time will be created both for remediation of weaknesses and development of strengths. We tend to be satisfied with a handicapped child's strengths and consequently ignore them. A gifted child needs an opportunity to prove himself and develop in his strong areas. Gifted children need a program which will give them direction and continuity, not merely a piecemeal approach to enrichment. This is a need shared by the gifted and the gifted handicapped alike.

The Other Civil Rights

(Continued from Page 6)

York City School System but it reflects a situation which is all too common.[1] The problem is one of learning to deal with a more challenging child. The disintegration of the family structure, the mobility of the family, and socio-economic issues are but a few of the causes. Nevertheless, this child is a part of our pupil population and because of special educational needs should receive services which would maintain him in his regular neighborhood school if possible.

The legal challenge in Lora came about through recognition of the process of moving children to a more restrictive educational environment. It was claimed by the plaintiffs in the case that the referral and assignment of students to special day schools was based upon vague and subjective criteria and that the combination of processes, practices and policies had a racially discriminatory effect on Black and Hispanic children. This was alleged to have constituted a violation of law in that there was racial discrimination in a program actively receiving federal financial assistance. It was also alleged that the plaintiffs had been denied their due process right and equal protection and equal educational opportunity because they had been placed in a more restrictive environment with the potential for further isolation within an allegedly segregated system.

Although there are but a few of the allegations what is important here is the court's recognition of the legal aspects of an educational process. The federal judge became a district superintendent for all intents and purposes and administratively tackled the issue of the movement of children into more restrictive environments within the framework of due process procedures. It was discovered that children were being removed from regular neighborhood schools and being placed in separated educational facilities without due process. This could no longer continue.

The Lora case, although brought before a Federal Judge is not by any means the first recognition of least restrictive environment by a legal authority. The State Commissioner of Education in the matter of Donald L. recognized the areas of least restrictive environment and mainstreaming, and cautioned the educational community when he stated that "I am confident that. . .Patricia's individualized education plan provides for integration into regular classes for each subject which is academically appropraite for her and to maintain close monitoring to insure the least restrictive environment for Patricia."[2]

The question is no longer one of restrictive placements and due process rights. The courts have taken a good deal of the discretion away from the school officials. The question now is how to prepare for the appropriate programming of those emotionally handicapped and other mildly handicapped children into the regular school organization. "All students have various combinations of strengths and weaknesses. It is important for the teacher to be aware of both. Accentuating or building on strengths, while working to remediate weaknesses, is a key to successful instruction."[3]

In summary, the law has given us the direction which we must go. How we will arrive, smoothly or with resistance is up to us. It is clear that the placement of children into the least restrictive environment goes hand in hand with an appropriate individual education program. It is now incumbent upon state and local education agencies to establish policies which will insure that handicapped students are educated to the maximum extent possible in programs with the nonhandicapped. Furthermore, that placement in a special class or special school occur only when the handicap is so severe that education cannot be satisfactorily accomplished in the regular education program with the full availability of all necessary related services and supplemental aids.

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Differential Treatment

(Contined from Page 8)

in impulse control. Unlike, Alex, Steven's sense of reality is adequate, so we tell Steven that it is all right if a little paint gets on his hands, he can wash them off later, and encourage him to continue painting.

Duck Duck Goose is a game most preschool children enjoy. It provides another example of differential treatment. Alex has difficulty with this game because he gets upset about switching seats as the game progresses. Even this kind of minor change significantly alters Alex's tenuous sense of reality. He is unaware of the meaning of the game, and so becomes fixated on one small aspect of it. Alex needs help to recognize that he will remain intact in any seat.

Steven has trouble because he has difficulty waiting his turn. His inability to delay could prevent him from playing a game he enjoys. We work with him on waiting his turn, both within the game and at other times. A teacher sits next to him during the game and reassures him that his turn will come. We always help him stay with the group.

Fantasy play is another area that we assess in terms of the children's emotional needs. Alex, who is not firmly grounded in reality, has idiosyncratic and isolated play. He is not being playful, for example, when pretending to be a robot. We tell him that he is not a robot, he is a boy, and refocus him on what is happening in the classroom. His awareness of himself as an integrated person is not developed. We do not encourage or join in Alex's fantasy play because fantasy needs to begin with a firm grasp on reality.

Steven, however, does need an outlet for his worries. Despite his many temper tantrums, he is frequently inhibited. This is a problem specifically with impulse control. He does not feel free enough to pretend. We work on encouraging him to direct his energy into fantasy play rather than destructive or inhibited behavior.

SUMMARY for the purposes of this paper we have oversimplified the complexity of a child's emotional make-up and the total psychoeducational plan for the two children discussed. Most notable, our work with parents, which is of crucial importance, is not dealt with here. Our aim has been to place in practical perspective a treatment approach used to help children who for different reasons manifest similar behavior problems.

Serving Children

(Continued from Page 11)

mentally retarded, visually or hearing impaired, etc.) is often less demanding on a school building than programs for children with behavior disorders. A special class in a local building cannot always effectively manage the behavior problems of students within the school building environment. Although the student may be manageable during academic instruction in the special education classroom, he/she may present problems in the hallways, in the cafeteria, in special subject classes (art, music, gym), on the playground, at bus time, etc. Local schools are not always able to provide the comprehensive

level of programming necessary to appropriately meet the needs of children with behavior disorders. As a result, special facilities are sometimes the appropriate setting for those students who require a more intensive program.

It is the goal of P.L. 94-142 to educate all handicapped children in the least restrictive environment; an environment in which an appropriate education can be provided. When local building programs and services clearly cannot provide an appropriate program, special facilities are often the next logical step.

In special schools, children with behavior disorders are placed in an environment where there exists greater expertise in managing social/emotional problems. Increased special services, highly qualified personnel, and a change in the school's expectations of the student often result in a successful learning experience. Sometimes a special school placement is the first positive school experience for the student with behavior disorders and for his parents.

As students progress, referral back to special education classes in local buildings becomes a reality. As a result of his program in a special facility, the student will hopefully be better able to adjust to the demands of a reguar school building.

Administrator's Dilemma #3.
HOW CAN THE SCHOOL DEAL EFFECTIVELY WITH PARENTS OF CHILDREN WITH BEHAVIOR DISORDERS?

Throughout the initial identification and referral process, many parents of children with behavior disorders experience little faith in the educational system and its administrators. As parents, they have often been drained emotionally by the constant behavior problems of their child and by the apparent inability of the school to meet their child's needs. Whether their child is placed in a local school building special class or in a special educational facility, the placement is often the culmination of a lengthy negative experience for the child, the parent, and the school.

Therefore, the administrator in the local school or in a special facility must try to change attitudes and win support of the parents. This process is no easy task and is often successful only as a direct result of the student's behavior improvement while he is in the program. As parents see progress in their child, they begin to change their view of the school and its program.

Administrators should be sympathetic and understanding of the parents' negative feelings toward the school. Rather than taking a defensive posture, the administrator should attempt to focus on what steps can be taken to help support the parents and help them to realize that serving their child is a joint responsibility of home and school.

Written and verbal communication to parents when the student is succeeding in academics or social areas can be a useful technique. Imagine the impact of an administrator calling the parents of a student with behavior disorders and saying that their child is doing well in school! Also, parent/teacher conferences related to the Individualized Education Plan (IEP) are useful means to share information about the school's goals and expectations for the student. Other types of parental involvement including parent meetings, inservice programs, and home visitations can help build a more positive atmosphere. Every effort to gain the support of parents will be time well spent by the administrator.

Conclusion

Due to the nature of students with behavior problems, difficult placement decisions, and the lack of positive parental attitudes, the administrator is faced with a difficult task. However, if the administrator can successfully address and resolve these three dilemmas, he/she will be better equipped to effectively program for children with behavior disorders.

School System University Dialogue

(Continued from Page 13)

concern. Special Education programs in the city are in the process of major systemic change that cannot be characterized briefly, but it is not misleading to say that one major element in the over-all change taking place is a move away from single category bureaus (e.g. Bureau for the Education of the Emotionally Handicapped) toward a more flexible structure that recognizes commonalities as well as differences among handicaps, and, speaks in terms of broad "Learning Programs," according to a Report by the present Executive Director of Special Education (5).

Consequent upon this broad change discussions have began on appropriate licensing for Teachers of Special Education in New York City. Presently there is no discussion I know of to change licensing of New York City teachers of the visually and auditorily handicapped or of teachers of the severely language handicapped; in these areas city licensing and state certification appear to be in conformity with one another and with university training programs.

The need for dialogue is here clear. Programs for the Emotionally Handicapped in New York City, for instance, range all the way from classes of primary grade autistic children, to classes for disturbed acting out adolescents, on through to classes for psychotic institutionalized young adults; nor are these programs nearly exhaustive of what was found in the "old" Bureau for the Emotionally Handicapped. Shall new licenses (tentative titles are Teacher of Special Education in Social and Academic Learning Programs and Teacher of Special Education in Developmental Learning Programs) relate to degree of pathology? To age levels? Which programs for the Emotionally Handicapped and for the Retarded and Learning Disabled relate to which new licenses? To what extent will presently constituted university training programs require modification?

These few major problems by no means exhaust the areas of immediate mutual concern to both universities and school system. Last summer saw a

crash program in Special Education teacher training with many universities delivering nine credits to beginning teachers scheduled to be employed in September 1979. Some of these teachers have since been laid off because of cut backs. Some may be recalled. Related to such emergency measures is the fact that fully trained candidates are sometimes unwilling to work in inner city areas, particularly in programs for acting out, inner city children labeled "emotionally handicapped" or perhaps "socially disadvantaged". Again university programs need to be responsive to a form of "teacher drain" that the city can ill afford.

At a rather specific level, another area that requires attention is an increasing need for bilingual teachers of handicapped children. A significant percentage of emotionally handicapped children in New York City are bilingual Hispanic children. There is a continuing need for fully trained teachers in this area which has not been adequately met so far; universities and school systems need to develop more approaches to finding and training teachers here too.

At a broader level university and school system must engage in a continuing dialogue around basic issues of philosophy and practice regarding the education of the handicapped. We are all much more aware now of the handicapped as individuals meriting full social acceptance. The move away from exclusionary settings, for instance, appears to be well on its way and irreversible.

However, the actual approaches to training teachers of the handicapped, (and to some extent teachers of all children) adopted by universities vary considerably. While not necessarily to be deplored, a need for developing some common understandings emerges from this fact. In an area such as Emotional Handicap some university programs train teachers in a frankly behavioristic philosophy, while others base their training mainly on psycho-dynamic and psycho-educational considerations.

The school system in turn, as it becomes more conscious of its own posture relative to Special Education programs, will want to contribute to a redefinition or at least to a reassessment of university programs. In the area of training teachers for behaviorally disordered and emotionally handicapped children such discussion is basic.

In summary, this article has attempted to delineate a number of areas of university-school system collaboration and dialogue in New York City, relating to Special Education with an emphasis on programs for the Emotionally Handicapped. In some cases the dialogue and coilaboration are well under way; in other cases they are just beginning. The areas covered are to some extent city specific but they appear to carry potential instructive value for other settings.

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Updating In-Service

(Continued from Page 14)

(schools and institutional), which center primarily on understanding, and achieving better results with, certain children. This inservice development program was begun in 1970 by Herbert Cohen as head of our elementary-and-middle-school and then became a school-wide innovation the next year when Mr. Cohen became chief school officer of the full school district. As with weekly teachers meetings, the Professional Period Program is designed, spearheaded, and critically reviewed by elected teacher representatives from all school departments. Activities follow:

1. *Round-Ups*—On Mondays and Fridays teachers, school counselors, and clinicians are updated by one another through an informal exchange as to the behavior of students who have come to be of particular concern to all staff. For efficient communication, names are first listed on the chalkboard, and contributions are limited to a few minutes per staff member.

2. *Teachers Review*—On Tuesday mornings a kind of "case conference" is held in greater depth than a Round-Up. Using a high school student who has been nominated by his teachers the prior week, a school counselor or teacher presents the youngster's case history. Then current teachers describe his present actions and reactions. Finally strategies in which to move are jointly formulated.

3. *Committees*—To keep the entire teacher communication and development program moving forward, Wednesdays are devoted to committee meetings. When possible time is also given, instead, to urgent General Teachers Meetings, to Department Meetings (e.g. Academic teachers) and to Sub-Department Meetings (e.g. English teachers.)

4. *Workshop*—The cutting edge of our updating effort is the formal instructional groups, offered for eight consecutive sessions for a period of each of three "Trimesters" per year—a weekly program, on Thursdays, knows as Workshops. They are taught by clinicians, psychiatrists, psychologists, school counselors, and teachers.

Representative workshops this year, in which the accent has been on updating knowledge and skills for teachers of the emotionally handicapped are:

SEX EDUCATION by an institution psychiatrist, specializing in sex instruction for youth

USE OF LIBRARY RESOURCES AND LITERATURE WITH YOUR STUDENTS by the school librarian, addressing himself to the elementary teachers

RESIDENTIAL TREATMENT by the director of the institution whose students our school serves

ADOLESCENT PROGRAMS IN WESTCHESTER COUNTY'S PENAL INSTITUTIONS by a school—counselor, with a different prison's spokesperson each week

WRITING COMPETENCY by our school psychologist and head of our remedial teaching program (given to all high school English and remedial teachers three trimesters this year)

STRATEGIES FOR PREVENTING AND DEALING WITH CRISIS SITUATIONS by a self-directed group of elementary and middle-school teachers, using advice from their supervisor and from his counterpart, the unit director of the younger boys in the institution.

THE VIOLENT CHILD, by a clinician who is the assistant director of the institution

TEACHER PHYSICAL FITNESS AND READINESS FOR EMERGENCIES by a physical-education teacher using elements of American Red Cross first aid and of methods of restraint where necessary.

TOPICS FOR ELEMENTARY SCHOOL TEACHERS: Chisanbop Finger Calculation, The Metric System, Nutrition and Learning—by a rotating group of qualified speakers

"NEW GAMES"—Methods of teaching games in the outdoors, with an emphasis on exercise and fun, while playing down unnecessary competition—by a teacher trained in "New games".

Also: INDEPENDENT PROJECT—Curriculum development undertaken by one, two, or three teachers, with advanced approval of their supervisor and with a culminating project. (One trimester per year may be devoted to an Independent Project.)

In closing, we would like to quote from a site visit report SPECIAL ACT DISTRICT EDUCATION PROGRAM REVIEW, by Frank G. Hermon who visited Hawthorne Cedar Knolls on November 6 and 7, 1978, and wrote of its teacher inservice training program: "We conclude that the inservice training at Hawhthorne *is the finest inservice training network that we are aware of that has been desinged in any public or private program in New York State.* The inter-disciplinary contact and interaction is a key ingredient in the overall success of the program and our observations bear out the fact that its overall organization is outstanding."

Counseling Techniques

(Continued from Page 16)

and in-service courses.

By the middle of Mrs. Z's second year in both schools, teachers were being trained, on a voluntary basis, in the philosophy of and techniques for conducting Glasser (1969) classroom meetings, Magic Circle sessions derived from the Bessell and Palomares Human Development Program (Ball, 1974), conflict resolution activities (Gordon, 1974), or mediation training strategies (Rose and Kabler, 1976). For interested teachers, workshop time was supplemented by Mrs. Z's in-classroom demonstrations of techniques such as role-playing, "brainstorming", open-ended sentences, values clarification exercises (e.g. rank order, continuum), and simulations. Mrs. Z used these in-classrooms demonstrations to illustrate that pupils could learn to identify undersirable behaviors, consider the consequences of such misbehavior, and explore alternatives with more positive outcomes. Bullying, fighting, teasing, and name calling were the undersirable behaviors most commonly examined during these sessions.

Mrs. Z recalled that often teachers used the workshop time to discuss implications of current educational legislation, to interact concerning ways to help a particular child, or to just "ventilate." To start the workshops, which provided a valuable support system for the teacher-participants, Mrs. Z posted notices over the time clock and at other conspicuous locations inviting counselors to attend lunch-time sessions on a voluntary basis.

During the third year of her assignment to the two schools, Mrs. Z offered an in-service course in group dynamics and leadership principles. This course was conducted in one of the schools to which she was assigned; 20 teachers from both schools attended this 15-session, 30-hour course which focused on ways to recongize, prevent, defuse, and manage behavior problems in the classroom by assisting pupils to become more self-reliant and responsible.

When questioned about the effects of teacher training on individual pupils with behavior problems, on school discipline, and on staff morale, Mrs. Z was enthusiastic. She had this to say about one of the schools:

> "I can evaluate it in many ways. An obvious way is by looking at the top of my desk. I can see it! When things were really bad, the desk was covered with referrals for all kinds of things—no books, no pencil, no homework, no class work, talking back, four-letter words, hitting a peer, destroying property, hitting the teacher—you name it! Now, my time is spent more productively. I do some individual counseling, but I invest a large part of my time working with teachers and in co-leading and demonstrating in classrooms. Things aren't always smooth. We still have problems, but things are better—much, much better. I'd say that we have 15% of the behavorial problems we used to handle, and a great deal of the heavy stuff—violence and senseless anti-social behavior—just doesn't happen. Attendance is better, too—certainly morale is higher among students and staff members. I'm glad I took a risk to start things changing because this school has really turned into a place where children can learn. Of course, the principal is a special person. None of this could have happened without her!
>
> "One thing I'm sure of—I get a lot of mileage from my time. Every time I help a teacher to understand more about guidance techniques for classroom use, I help *all* the children in that class whether it is 12 or 30!"

The teacher-training model for counselor performance utilized by Mrs. Z provided her with ways to serve her pupil populations in two schools more effectively. This model is recommended to counselors

who believe that teaching teachers how to apply self-management techniques to classroom settings can have beneficial behavioral outcomes for *all* pupils.

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Reflections on Some Issues

(Continued from Page 19)

education, the system offers options—options not only in placement but also in instructional approach, materials, degree of structure, kinds of services. Support, resources and consultation are offered to the teacher as well as to the student.

This increased continuity can be seen in staff roles. Multidisciplinary teams work together. As the mainstreamed child is not the province of regular educators or special educators, but of educators, so the behaviorially disordered child is not the province of psychiatrists or teachers, but of the many disciplines who can contribute to his growth. The lines between various disciplines and various bodies of knowledge are not longer sharply drawn. Where the increased alternatives in programs and services and additional support for students and teachers have met unfulfilled needs, it has been because of the communication network developed. Participants in the process and other concerned parties formally and informally speak and hear one another.

The momentum of all these trends could continue in one direction. A balance must be sought and achieved. Carrying a trend to its logical extreme unbalances some part of the constitutency. Can the educational establishment be continually responsive to the needs of the individuals? Hobbs faces the point squarely. If the goals of "equity, equality of opportunity, diversity and pluralism. . .are carried beyond some point, there can be no community."(5) The questions to grapple with deal with finding a delicate balance between commitment to individual rights and to the common good.

For many mildly handicapped children behavior problems are the consequence of various interactions with the environment. Sometimes changing teachers or classrooms can alleviate the situation. The focus is on interpersonal factors.

It is also possible the behavior problems result from the curriculum. When curriculum is mismatched with the child's present skill level, stage of development, area of interest, style of learning and who knows what else, then we can also contribute to the child's problems. It is well known that most adolescents would rather be most any place than in a classroom taking lecture notes Much about what we today know about human development conflicts with the way the schools are organized (6). From Havighurst and Erikson to Sheehy and Levinson(7) we know there are burning issues at different stages. Resolution of these issues are critical to growth. Delinquency, vandalism hyperactivity are increasing. These behaviors often are treated with suspension or drugs. Could the curriculum itself cause these problem behaviors by not addressing or not addressing at the right time students' burning issues? It can't be ruled out.

Changes are occurring in educating children with behavior problems. That these reflections are optimistic are admitted. Some changes may not be as widespread as we would hope—but movement is happening. Yet with all these changes we must not get so lost in the process to forget to what purpose these changes. The ultimate effect must be seen in changes in students—changes in the behavior of both handicapped and non-handicapped students. The fundamental issues in educating behaviorially disordered children are not fundamentally different from educating all.

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Call For Papers and Programs

For CEC's 59th Annual

International Convention

New York, New York
April 12-17, 1981
Deadline: June 15, 1980

Forms and Information from:
Dr. Jo Thomason
Program Chairperson
Convention and Training Unit-CEC
1920 Association Drive
Reston, VA 22091

A Message From The President

As President of the New York State Federation of Chapters, Council for Exceptional Children, it has been my pleasure to work with many talented and dedicated people who provide services to exceptional individuals in New York State. The rewards derived from this office are immense and, certainly, far outweigh any burdens incurred during the year. It has been a privilege to serve as President and I write this letter in hopes of encouraging each of you to support New York State C.E.C. I urge you to become actively involved in the organization at the local, state, or national level. The Council for Exceptional Children is your professional organization working to "promote the education and general welfare of (all) exceptional children." It has been my goal to bring solidarity and unity to the multifaceted constituencies encompassing New York State. Much of my work has been done with the help of the Executive Committee of the New York State Federation. The Executive Committee is composed of dedicated professionals who were elected to the board by a vote of the entire federation. One need only examine the list of officers and advisory board members to see that there is an equitable distribution of representatives which spans the entire state.

To maintain the equal distribution of members to the Executive Committee, we must hear from you about your interest in working in New York State C.E.C. Please keep in touch with the board members listed at the beginning of each FORUM. Your support and involvement is needed to ensure New York's leadership role in C.E.C.

One way to become involved in New York State C.E.C. is to become active in one of the affiliated divisions. The New York State Federation consists not only of duly organized local chapters and/or individuals who are qualified members of C.E.C., but also, of affiliated divisions which operate within the same general context of interest in exceptional children. We, in New York State, are indeed fortunate to have two active affiliated divisions: CASE and DCLD. Each affiliate is represented on the Executive Committee and each representative provides excellent, competent leadership both for the affiliated division and to New York State C.E.C. The Winter issue of the FORUM was coordinated by CASE. It proved to be an outstanding, informative issue which, indeed, provided readers with greater insights regarding Special Education Administration. This issue of the FORUM is being coordianted by DCLD and once again we are provided with invaluable information concerning another aspect of Special Education. Affiliated organizations play an active role in New York State C.E.C. by providing guidance to C.E.C. through membership in the parent organization. The use of the FORUM as an information lending device is one way the affiliates can make their concerns be heard. Much deserved praise is extended to each affiliated division for their outstanding contributions to our state newsletter.

I thank all of you for the cooperation you have given me and for the opportunity of serving as president of New York State Federation of Chapters, Council for Exceptional Children. I look forward to many continued associations with C.E.C. and with the many fine people I have met during this exciting year. For you to reap the benefits of this outstanding professional organization, please take the time to get involved. Remember—your help is needed to make C.E.C. work!

Call For Nominations

Nominations are in order for the following NYS-CEC positions. The deadline for receiving nominations is April 30, 1980. Send all nominations to:

Mary Laine Dempsey
Chairwoman
Nominations/Elections Committee
102 St. James Place
Buffalo, New York 14222

STATE WIDE POSITIONS

Vice President	1980-1981
(President Elect)	1981-1982
(President)	1982-1983
(Past President)	1983-1984
Secretary	1980-1983

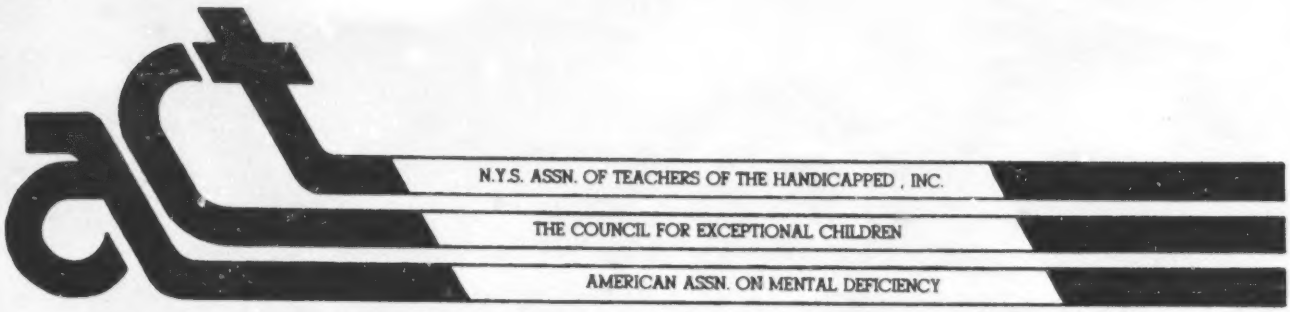
REGIONAL REPRESENTATIVE

New York Region 2	1980-1983

1. Manhattan
2. Bronx
3. Richmond

Did you know national C.E.C. has a toll free number?

800-336-3728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N.Y.S. ASSN. OF TEACHERS OF THE HANDICAPPED, INC.
THE COUNCIL FOR EXCEPTIONAL CHILDREN
AMERICAN ASSN. ON MENTAL DEFICIENCY

CONSORTIUM CONVENTION 1980

March 7, 1980

Dear Colleague:

For the first time, the major professional associations concerned with the Exceptional Child, in New York State, are working and planning together to develop a three-way consortium convention.

The theme selected to guide our planning for the convention is:

A dvocacy
C Concern
T ransition

We Will ACT Together

The convention is scheduled for the Concord Hotel, in the Catskill area, for the weekend of November 14-16.

An outstanding professional program is being planned, and the largest attendance in New York State CEC history is anticipated.

In addition to the professional programs being planned, the Consortium Planning Committee has arranged for the greatest number of exhibitors, offering publications and materials for the education of the Exceptional Child, ever gathered together at a New York State conference.

The convention site, the Concord Hotel, is nationally known for its hospitality and outstanding facilities. An exciting, professionally stimulating and activity filled weekend has been planned for you.

Reserve the dates now. Talk with your family, colleagues, and the parents of the children you teach. Come and join us as we plan together for the decade ahead.

Sincerely

Gary O. Carman

GOC:agk

Gary O. Carman, Ph.D.
Vice President
New York Federation

At the 1980 CEC Convention in Philadelphia

BILL GEER MEMORIAL RUN

for the benefit of the Foundation for Exceptional Children

DATE/TIME April 24, 1980 Activities begin at 5:45 pm **ENTRY FEE** $3.00

DISTANCE 5000 Meters (3.1 miles) or One Mile Fun Run

COURSE West River Drive, along the Schuylkill River (starting near the Philadelphia Museum of Art)

TROPHIES Awards to 5000 Meter runners in each of six categories, including wheel chair division

RACE LOCATION ON CONVENTION BUS ROUTE

SPECIAL RANDOM PRIZE DRAWINGS

SPECIAL PRINTED T-SHIRTS TO ALL ENTRANTS

SPONSORED BY:
- Foundation for Exceptional Children
- Division of Special Education Services, Louisiana State Department of Education

HONORARY CO-CHAIRMEN:
- Dr. Henry Smith, Louisiana State Department of Education
- Dr. Ed Sontag, Bureau of Education for the Handicapped

PRE-REGISTRATION **Bill Geer Memorial Run**

Enclosed is my registration fee of $3. Final registration, information, and t-shirt pick-up will occur at the convention center booth from Monday-Thursday of convention week, April 21-24, (Please make checks payable to the Foundation for Exceptional Children.)

Print Name _____

Mailing Address _____

City/State _____, Zip Code _____

Entrant Information: Sex___ Age (as of 4/15/80)___
Date of Birth__/__/__ Wheelchair Participant? ___
I am entering: ___5,000 Meter Run (3.1 Miles)
___One Mile Fun Run

"T" Shirt size (circle one): S M L XL

Please detach and send to: Foundation for Exceptional Children, 1920 Association Dr., Reston, VA 22091 **Pre-Registration Deadline April 4**

All New York State Council For Exceptional Children Members Are Cordially Invited To Attend the National Convention Reception

New York State Suite
Philadelphia, Hilton Hotel

Wednesday, April 23, 1980
7:30 until 9:30
in the evening

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the FORUM

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